



## Use of AI Tools Policy

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### The English School

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## Introduction

Artificial Intelligence (AI) is rapidly transforming education and society. AI refers to the simulation of human intelligence in machines that are programmed to think and learn. It can perform tasks that typically require human intelligence, such as understanding language, recognising patterns, solving problems, and making decisions. Generative AI tools, such as ChatGPT, Claude, Gemini, and others, can assist with writing, coding, problem-solving, brainstorming, and creative expression.

In the educational context, AI can support personalized learning, automate administrative tasks, and provide interactive and engaging learning experiences. If used safely, effectively, and with the right infrastructure, AI can support every child and young person to achieve at school and develop essential knowledge and skills for life.

The English School is committed to leveraging the transformative potential of Artificial Intelligence to enhance education, while ensuring its safe, responsible, and effective integration within our learning environment. This policy aims to help the entire English School community (students and staff) to use AI in ways that support academic excellence, integrity, and wellbeing. It applies to all AI tools and systems used in academic, administrative, and extracurricular contexts, whether externally sourced, school-provided, free, or paid.

Its purpose is to:

- Promote academic integrity and authenticity in student work.
- Safeguard data privacy, cybersecurity, and compliance with relevant regulations, including GDPR.
- Empower teachers and students to use AI as a supportive tool—not a substitute for learning or instruction.
- Foster transparency, accountability, and digital literacy regarding AI.
- Align with the School's mission of academic excellence, integrity, and respect, ensuring AI enhances rather than undermines learning and professional practice.

## Opportunities of Generative AI in Education

Generative AI offers significant opportunities to enhance teaching and learning, supporting the delivery of educational goals:

- Creation of educational resources and lessons and curriculum planning.
- Tailored feedback and revision activities.
- Supporting personalised learning for every child.
- Innovation in teaching and learning.
- Enhancing accessibility for students with additional needs (e.g., text-to-speech, translation tools).

## Guiding Principles

### • **Commitment to Teaching and Learning and Academic excellence**

The English School remains committed to academic excellence, integrity, and the holistic development of its students. AI is considered a powerful tool that can support the delivery of educational goals and enhance the learning process, through intellectual inquiry, creativity and collaboration.

AI tools should be used primarily to enhance human learning and decision-making. They are designed to support and strengthen critical thinking and independent analysis, not to replace these vital intellectual skills. Users must remain actively engaged with the material, applying their own judgment and critical evaluation, while using AI as one of several resources to guide and inform their decisions.

### • **Awareness of AI risks and mitigation of risks**

All members of the school community, including teachers, students, and admin staff, are encouraged to use available AI tools to improve comprehension, enhance teaching, and support learning, provided that their use complies with ethical principles and legal requirements (including GDPR), and the school's policies. Users must exercise caution and must not input personal data (names, emails, grades, etc.) or upload personal, sensitive, or confidential data into AI platforms without explicit consent and proper safeguards.

- **Responsibility for Output Accuracy and Ethics**

All users must critically review AI-generated content for inaccuracies, biases, or errors; it should not be accepted at face value. Given that AI tools often generate responses based on unverified online material and lack transparent reasoning, the user is solely responsible for confirming the accuracy and reliability of the outputs they generate.

- **Integrity and Transparency**

Academic integrity is the commitment to honesty and ethical behaviour in academic work, including the avoidance of plagiarism, cheating, and other forms of dishonesty. AI-generated contributions must be clearly acknowledged and never presented as wholly original work without proper attribution. This is essential for upholding academic integrity. Students must ensure their final submission reflects their own understanding and creativity. Copying or paraphrasing sections or whole responses of AI-generated content so that the work is no longer the student's own is considered AI misuse.

- **Responsible Innovation and digital literacy**

This policy is a living document and will be regularly reviewed and updated to reflect developments in AI and educational best practices. The school will continue to provide training for teachers to actively develop their professional and digital skills concerning AI best practices and risks. Through advancements in the curriculum, teachers will guide students to develop competencies that foster general AI literacy, integrate AI tools, and deliver specialised instruction on the ethical considerations of AI.

#### Guidelines for Using AI Tools by teachers

- **Responsible and Transparent Use of AI**

Teachers must exercise professional judgment when using AI tools to support teaching and learning, ensuring accountability. The teacher remains fully responsible for lesson design, delivery, and assessment, regardless.

- **Clarity in Student Guidance and Assessment**

Teachers should provide clear instructions on the acceptable use of AI in assignments, projects, coursework and examinations, in line with the school's academic integrity policy. If AI use is permitted, teachers should specify the extent and purpose e.g. brainstorming, grammar checking. Where AI use is not allowed, this must be explicitly stated in assignment guidelines or assessment rubrics.

- **Safeguarding the Integrity of Assessment**

Teachers are encouraged to design assessments that uphold the integrity of student work and reduce the risk of AI misuse. This may include in-class writing tasks, oral assessments, collaborative projects, or presentations that require personal reflection and understanding. Teachers should review student work for signs of originality and critical engagement.

- **Use of Detection and Verification Tools**

Teachers may use plagiarism detection or AI-detection software to verify the originality of student work. These tools should, however, be used cautiously and not as the sole evidence of academic misconduct, given their limitations and potential inaccuracies. Professional judgment should guide all decisions regarding possible breaches of academic integrity.

- **AI as a Teaching and Learning Aid**

Teachers are encouraged to use AI thoughtfully to enrich learning experiences—for example, to generate differentiated materials, provide feedback, or offer adaptive learning opportunities. AI tools should complement, not replace, the teacher's role. Low-risk tools such as grammar checkers, AI chatbots for Q&A, or plagiarism detection platforms may be used transparently, provided students are informed of their purpose and limitations.

- **Data Protection and Privacy**

Teachers must comply with data protection laws and ensure responsible handling of all student data. Personal or sensitive student information, such as names, grades, or unpublished work, must not be entered into AI platforms that store or reuse data.

- **Professional Development and AI Literacy**

Teachers should actively build their understanding of AI technologies and their implications for education. This involves:

- a) Teaching for AI – preparing students to understand and engage critically with AI.
- b) Teaching with AI – using AI tools to enhance pedagogy and support personalized learning.
- c) Teaching about AI – guiding students on ethical, creative, and responsible AI use.

### Guidelines for Using AI Tools by students

- **AI tools as an educational aid and academic skill development**

Students are encouraged to use AI tools as an educational aid to enhance their learning and academic skill development. For example:

- using AI tools to obtain simple or detailed explanations of difficult concepts or elaborate text to achieve a better understanding of concepts, text, and language.
- Utilizing AI tools to brainstorm ideas, outlining, structuring essays, or generating practice questions
- Using AI tools for checking and enhancing syntax and grammar, besides basic text corrections, to improve the overall writing style. Students are actively encouraged to review any text edits proposed by AI tools to identify areas where they can further enhance their writing skills.
- Exploring AI tools in STEAM projects, research assignments, and innovation initiatives, provided this is done under appropriate supervision.

- **Responsibilities for Transparency and Ethical Use**

When incorporating AI into their learning process or academic work, students must comply with specific rules regarding transparency, originality, and safety. Students must ensure that their use of AI reflects genuine originality and a substantial intellectual contribution, using AI as a supportive tool to enhance analytical and independent thinking rather than to replace it. Transparency is vital. While the use of low-risk tools such as spell-checkers or translators may not require disclosure, any AI tool that generates content or substantially influences academic work must be acknowledged. For graded assignments, exams, or projects, students should seek explicit approval from teachers if AI usage guidelines are not clearly defined. All AI-assisted content must be properly cited to maintain academic integrity and avoid plagiarism, with direct quotations or paraphrased material clearly referenced. Students are responsible for verifying the accuracy, reliability, and ethical compliance of any AI-generated output before using it. They must also safeguard personal and confidential data by avoiding the input of sensitive or unpublished information into AI systems. Finally, students should be aware that AI-generated material may contain hidden identifiers or watermarks detectable by plagiarism software, which could lead to academic integrity concerns if not properly disclosed.

### Guidelines for Responsible Use of AI in research and coursework

AI can be a valuable support tool for research and coursework when used responsibly. AI tools can suggest composition structures, explore visual styles, research fitness programmes, analyse movement, or learn about anatomy, find sources, summarise background context, or suggest arguments. Students must always ensure the final work reflects their own understanding, creativity, and analysis.

Submitting AI-generated material as your own is considered plagiarism and malpractice under The English School's Academic Integrity Policy, Pearson Edexcel, Cambridge International and JCQ rules.

## Academic Integrity and Malpractice

Misuse of AI, including plagiarized or unattributed content, constitutes academic malpractice. The School will continue to take reasonable steps to prevent malpractice involving the use of generative AI in formal assessments.

AI misuse is where a student has used one or more AI tools but has not appropriately acknowledged this use and has submitted work for assessment when it is not their own.

Examples of AI misuse include, but are not limited to, the following:

- Copying or paraphrasing sections of AI-generated content so that the work submitted for assessment is no longer the student's own.
- Copying or paraphrasing whole responses of AI-generated content.
- Using AI to complete parts of the assessment so that the work does not reflect the student's own work, analysis, evaluation or calculations.
- Failing to acknowledge use of AI tools when they have been used as a source of information.
- Incomplete or poor acknowledgement of AI tools.
- Submitting work with intentionally incomplete or misleading AI references or bibliographies.

### **Consequences for misuse may include**

#### **Internal assessments:**

- Receiving a zero mark/grade for the assignment.
- Being required to redo the work without AI assistance.
- Additional disciplinary measures under the school's established procedures, in line with the Behaviour and Academic Integrity policies.
- Repeat offences may result in more serious consequences, including reporting to examination boards if external assessment is compromised.

#### **External Assessments**

#### **JCQ and Cambridge International regulatory examination bodies**

AI misuse constitutes malpractice as defined in the *JCQ Suspected Malpractice: Policies and Procedures* (<https://www.jcq.org.uk/exams-office/malpractice/>).

#### **AI misuse constitutes malpractice as defined by Cambridge International Examinations**

<https://www.cambridgeinternational.org/exam-administration/cambridge-exams-officers-guide/phase-3-coursework-and-moderation/generative-ai-in-coursework/>

## Training and Support

The School will provide comprehensive training and support to its community:

- Professional development for staff on the pedagogical and administrative use of AI.
- Students will receive dedicated lessons, through PSHCE focusing on the ethical use of AI, its opportunities, and its risks. The Computer Science department has adapted the KS3 curriculum to include Artificial Intelligence and Machine Learning.
- Workshops or communications for parents to help them understand AI's role in their child's education.

## Roles and Responsibilities

- Leadership: Oversee policy implementation and review, ensuring alignment with legal requirements and best practice.
- Teachers and Staff: Stay informed about AI tools; assess and approve their use; guide students in ethical use; model responsible AI use; provide clear guidance; monitor assignments for potential misuse.
- Students: Familiarize themselves with this policy; ask for clarification when uncertain; use AI responsibly and only as permitted; acknowledge AI-generated contributions.
- Parents/Guardians: Be informed of AI policy and support responsible practices at home; support school leadership in disciplinary matters; stay informed about the School's expectations and guidance.

### Related Policies

This policy should be read alongside the following existing policies:

- Academic Integrity Policy
- Behaviour Policy
- ICT Acceptable Use Policy
- Safeguarding and Child Protection Policy
- Antibullying Policy
- Data Protection Policy
- Online Safety Policy
- Mobile and Smart Phone Policy
- Parents' and Guardians' Code of Conduct
- Student Code of Conduct

## Appendix: Summary Guidelines for the Use of AI Tools

This appendix provides a clear, synoptic DOs & DON'Ts summary of the School's Use of AI Tools Policy. It is intended as a quick-reference guide for students and teachers, to be read alongside the full policy.

### **A. Students – DOs & DON'Ts**

#### **DOs**

- Use AI as a learning aid to support understanding, skill development, and independent thinking.
- Use AI for brainstorming, explanations, outlining, practice questions, and language support, where permitted.
- Follow teacher instructions carefully regarding when, how, and to what extent AI tools may be used for each task.
- Acknowledge and reference any AI-generated assistance, in line with school guidance.
- Check and verify AI-generated information using reliable academic sources.
- Ensure that all submitted work reflects your own understanding, ideas, and academic voice.
- Protect personal data: do not enter personal, sensitive, or confidential information into AI tools.
- Use school-approved or teacher-approved platforms only.
- Report misuse of AI tools, inappropriate prompts, or harmful content to your teacher.

#### **DON'Ts**

- Do not submit AI-generated content as your own work in assignments, coursework or exams.
- Do not copy or paraphrase AI output in a way that removes your own intellectual contribution.
- Do not rely on AI for factual accuracy without independent checking.
- Do not use AI during exams or in-class assessments, unless explicitly authorised.
- Do not input personal, confidential, or sensitive data, including names of students, staff, parents, or any school-related confidential information.
- Do not use AI tools to harass, embarrass, mislead, or create inappropriate content about any member of the school community.
- Do not share login details or access school systems through AI-integrated third-party tools.
- Do not allow AI to replace your judgement, creativity, problem-solving, or critical thinking.

### **B. Staff – DOs & DON'Ts**

#### **DOs**

- Use AI professionally and transparently to enhance teaching, learning, and administrative efficiency.
- Retain full responsibility for lesson design, teaching decisions, assessment, and feedback.
- Clearly communicate expectations to students about permitted and prohibited AI use for each assignment or assessment.
- Specify how AI may be used (e.g. brainstorming, grammar support, feedback) and when it is not allowed.
- Design assessments that promote originality, critical thinking, and academic integrity.
- Model ethical and responsible AI use to students.
- Critically review AI-generated outputs for bias, inaccuracies, or ethical concerns.
- Use plagiarism and AI-detection tools cautiously and professionally, alongside informed judgement.
- Protect student data and comply with GDPR and school data protection requirements.
- Engage in ongoing professional development to strengthen AI literacy and pedagogical practice.
- Report concerns or suspected misuse in line with school procedures.

#### **DON'Ts**

- Do not rely entirely on AI to replace professional judgement, pedagogical expertise, or safeguarding responsibilities.
- Do not upload personal, sensitive, or confidential student data (names, grades, reports) into AI platforms.
- Do not use AI tools that store, reuse, or share data without appropriate safeguards or approval.
- Do not permit AI use in assessments unless this is clearly planned and communicated.
- Do not treat AI-detection tools as definitive evidence of malpractice on their own.
- Do not assume students understand acceptable AI use—guidance must be explicit and consistent.